

WEEK 6 Days 1-2

Writing Biography

Joint Construction: Interviews
 Individual Construction
 continued from Week 5, Day 5

Content Objectives	<p>I can conduct research for a biography by interviewing a community member. (W.1.3, W.1.7, W.1.8)</p> <p>I can communicate about resources in our community using the structure and language of a particular genre. (W.1.1/2/3/3a, W.1.4, W.1.10)</p>
Language Objective	I can ask questions to get more information. (SL.1.3)
Vocabulary	interview: to ask someone questions to get information
Materials and Preparation	<ul style="list-style-type: none"> ● Biography Interviews chart, from Week 5 ● Interview Questions, from Week 5, Day 5 <p>For interviewing</p> <ul style="list-style-type: none"> ● research sheets: small sheets of paper (half or quarter sheets of blank paper, sticky notes, or another small paper), for recording interview information, enough copies for each child to have about ten ● clipboard and pencil, one for each child in the interview group ● video/audio recording equipment <p>Plan to record interviews for children’s future reference. Documenting the interview in other ways could also be helpful, such as having an adult take notes (in addition to the children), and having the interviewee respond to the interview questions in writing.</p> <ul style="list-style-type: none"> ● children’s writing folders <p>For individual construction:</p> <ul style="list-style-type: none"> ● drawing and writing tools

	<ul style="list-style-type: none"> ● children’s writing notebooks ● anchor charts for previously-studied genres: Procedure, Personal Recount, Report, Argument
Opening 3 minutes	<p><i>Today we will continue interviewing and writing individually.</i></p> <p>Review the Biography Interviews chart.</p>
Individual Construction 26 minutes, concurrent with Interviews	<p>Briefly reintroduce individual construction, referring to the genre anchor charts as necessary to remind children of their genre choices. Children who began individual construction on Week 5, Day 5 should continue their work.</p> <p><i>Take some time to think about what you will write today. Then tell your plan to your partner.</i></p> <p>After children have shared their ideas, send them with writing tools and notebooks to write.</p>
Interviews 26 minutes, concurrent with Individual Construction	<p>With adult support, guide children to conduct interviews and take notes about their findings, according to the plans made on Week 5, Day 5. Be sure to record the interview, with either video or audio, for children to revisit as they write.</p> <p>During the interview, guide children to ask additional questions to clarify or get more information about what they hear.</p>
Closing 1 minute	<p>Day 1:</p> <p><i>Today we continued interviewing and writing individually. We will continue this work tomorrow.</i></p> <p>Day 2:</p> <p><i>Today we completed our interviews! Tomorrow we will sort our research so that we can begin writing.</i></p>
Standards (Boston)	<p>W.1.3. Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.</p> <p>W.1.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.1.7. Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.1.10. Write routinely for a range of tasks, purposes, and audiences.</p>

	<p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
<p>Ongoing assessment</p>	<p>Reflect on the interview.</p> <ul style="list-style-type: none"> How comfortable are children asking questions? Do they ask additional questions to get more information? Do they record accurate information? What support did they require? What adjustments might need to be made before the next interview? <p>Review children’s writing notebooks.</p> <ul style="list-style-type: none"> In which genres do they write? How does their writing reflect understanding of the purpose, structure, and language of that genre? Do children communicate unit understandings?

Notes